

**ENGLISH-LANGUAGE ARTS**  
**Subset of the California Content Standards**  
**For Students with Significant Disabilities**

**READING/WORD ANALYSIS**

**Descriptive Statement:** Reading is a complex process through which readers actively interpret and create personal associations with printed material. Students need to know about letters and sounds to be able to apply this knowledge to read simple words. Recognition of letters facilitates many everyday tasks, such as finding a product organized in alphabetical order or locating a particular section of a facility.

<b>ELA Standard 1</b>	<b>Recognize and name all uppercase and lowercase letters of the alphabet.</b>
Reading/Word Analysis	
Kindergarten-1.6	

CAPA Levels 2-3
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**Functional Performance Indicators:**

1. Recognize pictures for specific activities
2. Distinguish letters from non-letters
3. Match same case letters
4. Match lower case to upper case letters
5. Recite ABC's
6. Alphabetize to find words in a list (such as phone book, shopping for CD's, videos, etc.)

<b>ELA Standard 2</b>	<b>Match all consonant and short-vowel sounds to appropriate letters.</b>
Reading/Word Analysis	
Kindergarten-1.14	

CAPA Levels 2-4
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**Functional Performance Indicators:**

1. Indicate environmental sound source (i.e., telephone, door closing)
2. Categorize sounds
3. Communicate sound of letters
4. Blend sounds to decode C-V-C syllables
5. Use common consonant blends and digraphs to decode
6. Decode unfamiliar words for information

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**SIGHT WORD READING**

**Descriptive Statement:** Reading may take many forms including text, pictures, and object symbols. Graphic materials may be used for a variety of purposes including enjoyment, learning, employment and problem solving.

<b>ELA Standard 3</b> Reading/Word Analysis Kindergarten-1.3 CAPA Levels 1-5	<b>Understand that printed materials provide information.</b>
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**Functional Performance Indicators:**

1. Identify environmental symbols/signs/cues
2. Match symbol or cue to activity of function
3. Follow a list/schedule of activities
4. Use printed materials to provide obtain information

<b>ELA Standard 4</b> Reading/Word Analysis First Grade-1.17 CAPA Levels 1-5	<b>Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</b>
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**Functional Performance Indicators:**

1. Identify object by function
2. Sort objects by function/use
3. Identify picture by function
4. Sort pictures by function/use
5. Match letter/written words to picture
6. Classify objects by category
7. Classify words by category (i.e., shopping list, categorizing merchandise, stocking shelves, organization, etc.)

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<b>ELA Standard 5</b> Reading/Word Analysis Kindergarten-1.15 CAPA Levels 2-5	<b>Read simple one-syllable and high-frequency words (i.e., sight words)</b>
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**Functional Performance Indicators:**

1. Identify name
2. Identify functional signs/symbols
3. Identify color/number words
4. Identify high frequency words/functional words (i.e., days of week, locations at school, work, community settings)

<b>ELA Standard 6</b> Reading/Word Analysis First Grade-1.1 CAPA Levels 2-5	<b>Match oral words to printed words.</b>
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**Functional Performance Indicators:**

1. Identify written name when expressed by another
2. Identify common signs/labels when expressed by another
3. Identify daily activities/schedule when expressed by another

<b>ELA Standard 7</b> Reading/Word Analysis Second Grade-1.4 CAPA Levels 4-5	<b>Recognize common abbreviations (e.g., Jan, Sun, Mr., St.)</b>
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**Functional Performance Indicators:**

1. Identify days of the week/months of the year on calendar
2. Follow recipe / oral or pictorial (i.e., "tsp" for teaspoon; "c" for cup, etc.)
3. Identify street signs on bus schedule
4. Identify titles of people
5. Match abbreviations to whole word

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**READING COMPREHENSION**

**Descriptive Statement:** Reading comprehension involves the ability to respond to messages from both print and non-print media. Media might include live performances, print media (photographs, charts, diagrams, illustrations), and electronic media (television, computers, film). Students should have opportunities to experience and learn from a variety of media, which provide entertainment and information that can enrich their lives.

Students benefit from a range of experiences with a variety of materials to enhance development of comprehension skills. For example, students may read a book for enjoyment, read a picture activity schedule to review their daily activities, read a TV listing or they may read labels in the food store.

<b>ELA Standard 8</b> Reading/Reading Comprehension First Grade-2.3 CAPA Levels 1-5	<b>Follow one-step written instructions.</b>
<b>ELA Standard 9</b> Reading/Reading Comprehension Second Grade-2.8 CAPA Levels 2-5	<b>Follow two-step written instructions.</b>

**Functional Performance Indicators:**

1. Identify a picture/object/word cue
2. Follow schedules
3. Follow community symbol directions
4. Read and demonstrate single action words
5. Follow written or pictorial recipe

<b>ELA Standard 10</b> Reading/Reading Comprehension Kindergarten-2.5 CAPA Levels 2-5	<b>Ask and answer questions about essential elements of a text.</b>
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**Functional Performance Indicators:**

1. Identify a basic element of text (main character, subject of text)
2. Respond to simple questions about text (Yes/No, Choice of 2 – 3 possible answers).
3. Recall events/story
4. Answer “Wh” questions about materials read

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<b>ELA Standard 11</b> Reading/Literary Response and Analysis Fourth Grade-3.2 CAPA Levels 4-5	<b>Identify the main events of the plot, their causes, and the influence of each event on future events.</b>
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**Functional Performance Indicators:**

1. Sequence story line
2. Predict what will happen next when given a short story or a social situation
3. Determine cause by given effect, or determine effect by given cause

<b>ELA Standard 12</b> Reading/Reading Comprehension Sixth Grade-2.1 CAPA Levels 4-5	<b>Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</b>
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**Functional Performance Indicators:**

1. Identify the location of desired information within a popular media source (i.e. comics, weather, sports, coupons in the newspaper)
2. Use printed material to obtain information on desired item (i.e., movie schedule, calendar, bus schedule, menu, grocery list)
3. Use computer search engine to locate desired information

<b>ELA Standard 13</b> Reading/Reading Comprehension Seventh Grade-2.2 CAPA Levels 4-5	<b>Locate information by using a variety of consumer, workplace, and public documents.</b>
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**Functional Performance Indicators:**

1. Identify common signs and labels
2. Compile shopping list from recipe
3. Choose preferred activities using public documents
4. Make own public transport plan

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**WRITING/WRITING STRATEGIES**

**Descriptive Statement:** Graphic symbols (e.g., printed letters, words, or numbers, pictures, or Braille) enable students to express ideas, needs, wants, and feelings in symbolic form. Motoric manipulation of writing tools or symbols enables the student to participate in information sharing. Writing enables students to organize, as well as to express their thoughts and information, such as when preparing a shopping list or creating a get well card. Writing may take many forms such as handwriting, typing, drawing a picture, selecting a word or picture from a resource bank or dictating to a scribe. Technology and other tools can assist students in learning, interacting with others, and performing routine daily activities.

<b>ELA Standard 14</b> Writing/Writing Strategies Kindergarten- 1.3 CAPA Levels 1-5	<b>Write by moving from left to right and from top to bottom.</b>
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**Functional Performance Indicators:**

1. Demonstrate left to right/ top to bottom sequencing in a variety of activities
2. Hold writing implement
3. Make marks on paper
4. Trace/copy purposeful marks on paper
5. Produce shapes, letters, numerals
6. Link symbols in a meaningful sequence (i.e., pictures, letters, words)
7. Produce name

<b>ELA Standard 15</b> Writing/Writing Strategies First Grade-1.3 CAPA Levels 2-5	<b>Print legibly and space letters, words, and sentences appropriately.</b>
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**Functional Performance Indicators:**

1. Produce name
2. Produce simple words (i.e., shopping list)
3. Use appropriate letter size in the document
4. Produce 2-3 word phrase (address, directions, need or want)

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<b>ELA Standard 16</b> Writing/Writing Strategies Fourth Grade-1.9 CAPA Levels 1-5	<b>Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).</b>
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**Functional Performance Indicators:**

1. Indicate awareness of computer
2. Use an input device for cause and effect
3. Make choices using single/multiple input device(s)
4. Utilize keyboard/device to access software
5. Utilize keyboard/device for writing functions

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**LISTENING**

**Descriptive Statement:** Listening involves sensory and cognitive processes important to all students. The ability to comprehend the communication of others enables students to engage in meaningful social interactions for pleasure and for practical purposes. While some students are able to listen through hearing, other students may learn “to listen” by using other senses such as vision or touch. Students may demonstrate their comprehension through verbal and non-verbal means.

<b>ELA Standard 17</b> Listening & Speaking/ Listening & Speaking Strategies Kindergarten-1.1 CAPA Levels 1-5	<b>Understand and follow one-and two-step oral directions.</b>
<b>ELA Standard 18</b> Listening & Speaking/ Listening and Speaking Strategies First Grade-1.1 CAPA Levels 1-5	<b>Listen attentively.</b>

**Functional Performance Indicators:**

1. Orient in direction of speaker
2. Respond to voice by stopping activity or going to source of sound
3. Attend to speaker for duration of activity
4. Follow simple directions (i.e., verbal, gestural, signed, pictures, etc.)
5. Perform action to comply with 1 or 2 step direction(s)

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**SPEAKING APPLICATIONS**

**Descriptive Statement:** The ability to communicate with others is a fundamental life function. Self-expression is central to a person's quality of life and essential to learning. There are many ways in which students may express themselves to others, such as through signing, oral expression, gesture, or through the use of augmentative communication. Students need to develop their primary systems of communication to express themselves with others in school, home and in the community to perform a variety of important life functions and to satisfy their emotional and social needs.

<b>ELA Standard 19</b> Listening & Speaking/ Listening & Speaking Strategies Kindergarten-1.2 CAPA Levels 1-5	<b>Share information and ideas, speaking audibly in complete, coherent sentences.</b>
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**Functional Performance Indicators:**

1. Communicate wants/needs using gesture, action, voice output device or vocalization
2. Communicate choice using gesture, action, voice output device or vocalization
3. Communicate information using single word using gesture, action, voice output device or vocalization
4. Communicate information using 2 to 3 word phrase using gestures, actions, voice output device or vocalizations
5. Communicate information using a complete sentence using gestures, actions, voice output device or vocalizations

<b>ELA Standard 20</b> Listening & Speaking/ Speaking Applications Kindergarten-2.1 CAPA Levels 2-5	<b>Describe people, places, things (e.g., size, color, shape), locations, and actions.</b>
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**Functional Performance Indicators:**

1. Identify differences in objects (i.e., size, color, shape)
2. Identify characteristics of a person, place, thing, location or action
3. Describe object by size and/or color
4. Describe a person, place or thing using two or more descriptors
5. Share descriptive information about locations and actions

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<b>ELA Standard 21</b> Listening & Speaking/ Listening & Speaking Strategies First Grade-1.4 CAPA Levels 2-5	<b>Stay on topic when speaking.</b>
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**Functional Performance Indicators:**

1. Attend and respond to speaker
2. Interact with person or group regarding specific topic
3. Participate in communicative dialog with person or group on specific topic

<b>ELA Standard 22</b> Listening & Speaking/ Listening & Speaking Strategies First Grade-1.2 CAPA Levels 2-5	<b>Ask questions for clarification and understanding.</b>
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**Functional Performance Indicators:**

1. Obtain help using gestures, actions, voice output device or vocalizations
2. Ask simple questions using gestures, actions, voice output device or vocalizations
3. Ask "wh" questions for clarification using gestures, actions, voice output device or vocalizations

<b>ELA Standard 23</b> Listening & Speaking/ Listening & Speaking Strategies Second Grade-1.7 CAPA Levels 2-5	<b>Recount experiences in a logical sequence.</b>
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**Functional Performance Indicators:**

1. Sequence events by responding to cues (environmental or directions)
2. Identify next event in a sequence
3. Respond to question about events or experiences
4. Recount events of past experiences in logical, sequential order

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<b>ELA Standard 24</b>	
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Listening & Speaking/ Speaking Applications Ninth/Tenth Grade-2.3 CAPA Levels 4-5	
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	<b>Apply appropriate interviewing techniques.</b>
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**Functional Performance Indicators:**

1. Interact with another person (i.e., proximity, tone, volume, clarity, etc.)
2. Discriminate when to ask and when to reciprocate (i.e., take turns while communicating)
3. Maintain topic in conversation appropriate for place, role, social situation
4. Identify and relate work experiences/skills relevant to job
5. Ask relevant questions during interview